

Bryce Valley High School 721 West Bryce Way P.O. Box 70 Tropic, Utah 84776

March 6, 2008





Utah State Office of Education 250 East 500 South P.O. Box 144200 Salt Lake City, Utah 84114-4200

THE REPORT OF THE VISITING TEAM REVIEWING

Bryce Valley High School

721 West Bryce Way P.O. Box 70 Tropic, UT 84776

March 6, 2008

UTAH STATE OFFICE OF EDUCATION

Patti Harrington, Ed.D. State Superintendent of Public Instruction

DIVISION OF STUDENT ACHIEVEMENT AND SCHOOL SUCCESS

Brenda Hales, Associate Superintendent

Lynne Greenwood, Director Curriculum and Instruction

Georgia Loutensock, Accreditation Specialist Curriculum and Instruction

Salt Lake City, Utah

TABLE OF CONTENTS

| Foreword | ii |
|---|-----|
| Utah State Board of Education | iii |
| Garfield School District Board of Education and District Administration | 1 |
| Bryce Valley High School Administration and Staff | 2 |
| Bryce Valle High School Mission Statement, and Belief Statements, and DRSLs | 4 |
| Members of the Visiting Team | 6 |
| Visiting Team Report | 7 |
| Chapter 1: School Profile | 7 |
| Suggested Areas for Further Inquiry | 8 |
| Chapter 2: Northwest Association of Accredited Schools (NAAS) | |
| Teaching and Learning Standards | 8 |
| Mission, Beliefs and Desired Results for Student Learning (DRSLs) | 8 |
| Curriculum | 9 |
| Instruction | 10 |
| Assessment | 11 |
| Chapter 3: NAAS Support Standards | 12 |
| Leadership and Organization | 12 |
| School Services | 13 |
| Facilities and Finances | 13 |
| Chapter 4: NAAS School Improvement Standard | 13 |
| Chapter 5: Community Building | 15 |
| Chapter 6: Major Commendations and Recommendations of the Visiting Team | 16 |

FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 6, 2008, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Bryce Valley High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Earl Slack is also commended.

The staff and administration are congratulated for their desire for excellence at Bryce Valley High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Bryce Valley High School.

Patti Harrington, Ed.D. State Superintendent of Public Instruction

UTAH STATE BOARD OF EDUCATION

250 East 500 South P. O. Box 144200 Salt Lake City, UT 84114-4200

District 1

Teresa L. Theurer 33 Canterbury Ln Logan, UT 84321 Phone: (435) 753-0740

District 2

Greg W. Haws 5841 West 4600 South Hooper, UT 84315 Phone: (801) 985-7980

District 3

Richard Moss 3514 E Fairway Cir Spanish Fork, UT 84660 Phone: (801) 787-1676

District 4

Richard Sadler 875 Edgewood Dr. Ogden, UT 84403 Phone: (801) 479-7988

District 5

Kim R. Burningham 932 Canyon Crest Drive Bountiful, UT 84010 Phone: (801) 292-9261

Josh M. Reid*

201 S Main St. Ste 1800 Salt Lake City, UT 84111 Phone: (801) 536-6787

Patti Harrington

Executive Officer

District 6

Michael G. Jensen 4139 S Aubrey Ln West Valley City, UT 84128 Phone: (801) 968-5960

District 7

Randall A. Mackey 1172 East 100 South Salt Lake City, UT 84102 Phone: (801) 582-4237

District 8

Janet A. Cannon 5256 Holladay Blvd. Salt Lake City, UT 84117 Phone: (801) 272-3516

District 9

Denis R. Morrill 6024 South 2200 West Taylorsville, UT 84118 Phone: (801) 969-2334

District 10

Laurel Brown 5311 South Lucky Clover Ln Murray, UT 84123 Phone: (801) 261-4221

Rosanita Cespedes*

1470 S 400 E Salt Lake City, UT 84115 Phone: (801) 466-7371

Twila B. Affleck

Secretary

*Board of Regents Appointments

** CMAC Representative Appointment

District 11

Bill Colbert 14866 Village Vista Dr. Draper, UT 84020 Phone: (801) 572-1608

District 12

Mark Cluff 645 West Hubbard Cir Alpine, UT 84004 Phone: (801) 756-7623

District 13

Thomas Gregory 1037 S 290 W #D Provo, UT 84601 Phone: (801)607-4702

District 14

Dixie Allen 218 West 5250 North Vernal, UT 84078 Phone: (435) 789-0534

District 15

Debra G. Roberts Box 1780 Beaver, UT 84713 Phone: (435) 438-5843

Cyndee Miya**

1833 Ridge Road Layton, UT 84040 Phone: (801)546-4830

7/25/2007

GARFIELD SCHOOL DISTRICT

BOARD OF EDUCATION

| Bill Weppner | Presiden |
|--------------|----------|
| Ken Platt | |
| Kay Hatch | Member |
| • | Member |
| | |
| C | |

DISTRICT ADMINISTRATION

| George Park | Superintendent |
|-------------------|--------------------------------------|
| | Director Special Education, Testing |
| Curtis Barney | Adult Education |
| | Business Administrator |
| Annie Eldredge | Secretary Transportation |
| LaMar Feltner | Maintenance |
| Janice Hatch | Professional Development, Curriculum |
| Brent Judd | Director ATE |
| Lynese Miller | |
| Gerald Talbot | Director Technology |
| Marilyn Twitchell | Accounts Payable |

BRYCE VALLEY HIGH SCHOOL

ADMINISTRATION AND STAFF

School Administration

| School Admir | iisti ation | | |
|--------------------------------|---|--|--|
| Earl Slack | Principal | | |
| Counseling | | | |
| Marilyn Robinson | Counselor | | |
| Support Staff | | | |
| Rita Twitchell | Administrative Secretary | | |
| Lyllian LeFevre | | | |
| Kathryn Pollock | • • | | |
| Tamra Shakespear | | | |
| Jana Williams | 1 | | |
| Suzie Clark | <u> </u> | | |
| Sandy Johnson | Media Coordinator | | |
| Jean Hall | | | |
| Machele Pollock | School Lunch Cook | | |
| Peggy Palmer | School Lunch Cook | | |
| Danny Brinderhoff | Head Custodian | | |
| Steve Beagley | Assistant Custodian, Bus Driver | | |
| Crystal Mortensen | Girls Track Coach | | |
| Coleen Comp | Volleyball Coach | | |
| Scott Barton | Cross Country Coach | | |
| Bryce Syrett | Boys Tack Coach | | |
| Collette Mathews | | | |
| Mykelle Richards | Cheerleader Advisor | | |
| Kathy Shakespeare | Upward Bound Coordinator | | |
| | | | |
| <u>Faculty</u> | | | |
| Tyson Brinkerhoff | | | |
| Eric Jessen | ation, 7 th Health, Anatomy and Physiology | | |
| Cheryl LeFevre | | | |
| Layne Lefevre Industrial Ag Te | | | |
| KayeLynn Nielson | | | |
| Nathan Platt | | | |

| David Pollock | English, Spanish |
|-----------------|---|
| Carl Shakespear | Science, Vocational Agriculture |
| Teresa Thompson | Family and Consumer Science, Art, Drivers Education |
| Michael Clark | Art |
| Phoebe Wiseman | Special Education, Resource Reading Coordinator |

BRYCE VALLEY HIGH SCHOOL

MISSION STATEMENT

Through a highly qualified and supportive faculty, Bryce Valley High School, in partnership with our community, is committed to educational excellence by providing academics, experiences, and an environment to foster responsibility and success.

BELIEF STATEMENTS

- Student character development and academic learning, which continue throughout life, are the chief priorities in school.
- All students have a right to learn.
- Students should have the opportunity to learn and apply knowledge, to set and achieve goals in meaningful context.
- Professional growth opportunities for staff are essential to a progressive learning environment.
- We believe in building a school environment that encourages friendship, respect, individual responsibility, and acceptance of differences.
- Students achieve when given a variety of instructional approaches and assessments to support learning and achievement.
- Faculty, parent, student, and community commitment is essential for continuous academic, social and personal improvement.
- Collaboration among departments is an essential element towards improving student success.
- Extracurricular activities play a vital role in the education and success of students.

DESIRED RESULTS FOR STUDENT LEARNING (DRSLs)

1. Communicate clearly and effectively.

- 2. Take responsibility for personal learning and development.
- 3. Utilize life skills for successful integration into community and society.

Date of visit: March 6, 2008

MEMBERS OF THE VISITING TEAM

Craig Jessop, Rocky Mountain Junior High, Weber School District, Visiting Team Chairperson

Brent Dean, Hurricane Middle School, Washington County School District

Toby Bullock, Lone Peak High School, Alpine School District

VISITING TEAM REPORT

BRYCE VALLEY HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Bryce Valley High School is located just a few miles east of Bryce Canyon National Park. The area is surrounded by government-owned land and relies heavily on tourism for family jobs and income. Many of the jobs are medium-paying jobs that do not provide year-round employment. People in the community are proud of their heritage, but it is difficult for the rising generation to continue to live in the area and make a living.

The school, as it currently exists, is ten years old. Prior to that it was part of a K-12 school located in the building currently housing the elementary school. There has been a school in Tropic by one name or another since 1922. Prior to that, the communities that now feed into Bryce Valley had their own schools, and students could only attend through the 8th grade. With the size of the faculty and staff, everyone has to do double or triple duty. At lunch time, for example, the school secretary and counselor help out in the lunch line in order to provide enough hands to serve school lunch.

a) What significant findings were revealed by the school's analysis of its profile?

Bryce Valley High School is a six-year school (grades 7-12) with 124 students. Student population is divided equally between males and females. Twenty-one percent of the students are served by the Special Education Department to some extent. One hundred percent of the students who have taken the UBSCT have passed, including those served by special education.

Teachers have multiple endorsements in order to offer students a variety of classes and fulfill state requirements.

What modifications to the school profile should the school consider for the future?

At first glance, student grades appear to be inflated based on school GPA as compared the comparisons to standardized tests. However, given the large percentage of special education students served at Bryce Valley High School, a closer look at grades and test scores of students served by special education, as opposed to those in the regular education program, would be helpful.

c) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?

The school's self-study is accurate in its description of the school's current strengths and weaknesses. Perhaps not enough emphasis is placed on the unique intimacy that the size of the school allows. Parents, teachers, and students mentioned again and again what a powerful tool that is in the students' education. Students would like the opportunity to have more large-group activities, such as football, drama, choir, and band, but the size of the school makes some of these activities impractical if not impossible. To their credit, members of the community help provide as much as is feasible.

Suggested Areas for Further Inquiry:

Although the school has obviously made great strides since the previous accreditation visit, an analysis by the focus groups of the progress in the NSSE school improvement categories would have been helpful to the Visiting Team and revealing to the school and school community.

CHAPTER 2: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) TEACHING AND LEARNING STANDARDS

Mission, Beliefs and Desired Results for Student Learning (DRSLs):

- a) To what degree were the school's mission statement, beliefs, and DRSLs developed and/or revised collaboratively by the school community to define a compelling purpose and vision for the school and to support student achievement?
 - It appears that Bryce Valley High School has made a collaborative effort to revamp and to condense its DRSLs. The mission statement has evolved into something more complicated and more cumbersome. The beliefs and values have remained relatively the same, and seem to be given the most attention in the classroom.
- b) To what extent do the school's mission and beliefs align to support the school's DRSLs?
 - There seems to be a vague and unclear correlation between the way the DRSLs are written and how they tie in with the mission statement and beliefs.
- c) Describe the indicators (measures) that have been developed to assess the school's progress in assessing the DRSLs.

The school uses UBSCT, DWA, ACT, and other testing methods, as well as ongoing involvement with the school's beliefs.

d) To what extent do the school's mission, beliefs, and DRSLs guide the procedures, policies and decisions of the school, and appear evident in the culture of the school?

Each teacher in the school appears to be driven by the school beliefs in his/her conduct and curriculum and teaching strategies.

Curriculum:

a) To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards, the Utah Core Curriculum, reflecting the Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success?

The staff at Bryce Valley High School is conscientious about following the State Core and preparing the students for standardized testing based on core standards. Teachers collaborate interdepartmentally.

b) To what extent does the curriculum engage **all** students in inquiry, problem-solving, and higher-order thinking skills?

The Visiting Team observed teachers engaging students in classroom activities individually, in small groups, and as a whole classroom. Higher-order thinking skills were observed in English, math, science, and foods classes.

c) To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's DRSLs?

The teaching staff works collaboratively on DRSL #1, "Effective Communication," mainly through the writing skills taught throughout the school. The Visiting Team also observed students speaking on behalf of smaller groups to the rest of the classroom students.

The second DRSL, "Take responsibility for personal learning and development," is supported, at least partially, by a program that combines requirements for special education with the desire of parents to have their children exposed to careers. The students talk weekly about careers and have a writing project. The third DRSL, "Utilize life skills for successful integrations into community and society" is largely supported by service opportunities

However, the Visiting Team feels the other two DRSLs are not receiving as much attention at this time as the belief statements.

d) How does the staff use assessments to drive curriculum to ensure that **all** students can reach the intended learning outcomes?

The staff at Bryce Valley High has used assessment to create a curriculum, particularly in reading, writing, and mathematics. Staff members have designed a schedule that allows students to have instruction in these areas every day. This daily instruction has led the students to great success. Every student who has been required to take UBSCT has passed the test, including special education students.

Instruction:

a) To what extent do teachers use a variety of instructional strategies to enhance student learning?

Teachers use a wide variety of instructional strategies, including hands-on, demonstration, small-group collaboration, student presentation, large-group presentation by the teacher, and technology usage.

b) To what extent have the school and the staff developed strategies for instruction that build the capacity for explicitly teaching the identified DRSL in every classroom?

This is particularly evident with the communication DRSL. Teachers in each discipline assign students to write. This is done in individual classes as well as across curricular areas. Students are also encouraged to share with other students, from demonstrating something brought from home to presenting material to the class that was first examined in a small group. Careers are a part of the second DRSL and are discussed once a week in an effort to better prepare students for their future. Service learning is important at Bryce Valley High School. Students routinely participate in service to the community.

c) To what extent is the school's professional development program guided by identified instructional needs, and how does it provide opportunities for teachers to develop and improve their instructional strategies that support student learning?

The Visiting Team observed innovative technology use and teachers teaming to teach students the basics of mathematics and language arts, as well as best practices throughout the school. However, we neither observed nor had occasion to discuss professional development.

d) To what extent are teachers proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective on their own practices?

Teachers are very well versed in their content areas. All of the teachers in this small school have multiple endorsements, and many have either advanced degrees or multiple hours of additional training. The Visiting Team observed up-to-date instructional strategies as well as creative uses of technology.

e) To what extent does the school effectively implement a well-defined plan for the integration of technology into its curriculum, instruction, and assessments?

Teachers routinely use projectors, Smart Boards, writing tablets, and the computer lab to enhance their instruction. Those who were observed using the tools during the visit were comfortable using technology, and in some classes it is an every-day aspect of their instruction. Students responded to the use very comfortably.

Assessment:

a) To what extent has the staff developed classroom or school-wide assessments with performance standards based on clearly articulated expectations for student achievement?

The staff monitors assessment data to ensure that school-wide goals, such as writing and UBSCT success, are met. Considering that every student has passed the UBSCT/DWA, it appears that staff is targeting every student for proficiency in all assessments.

b) To what extent does the school have a process to fairly and equitably assess school-wide and individual progress in achieving academic expectations?

The student body is small enough that the staff knows every student personally. Each teacher knows about each student's academic progress, as does the principal.

c) To what extent does the professional staff use data to assess the success of the school in achieving its academic expectations?

Data is the foundation for all the school-wide decisions at Bryce Valley High. The school uses data from a variety of assessments and from community input.

d) To what extent does the school's professional development program allow for opportunities for teachers to collaborate in developing a broad range of student assessment strategies?

As mentioned above, collaboration isn't an issue due to the smallness of the school. The school staff collaborates daily out of necessity.

e) To what extent is there organizational agreement on the use of a school-wide scoring tool to assess the identified DRSL?

The staff and community developed the belief statements/DRSLs, but there isn't a clear rubric or timeline that scores said statements.

CHAPTER 3: NAAS SUPPORT STANDARDS

Leadership and Organization:

- a) To what extent does the school leadership promote quality instruction by fostering an academic learning climate that actively supports teaching and learning?
 - Principal Earl Slack is the educational leader in the school. He has vision, foresight, and a desire to see students succeed. He was instrumental in providing Smart Boards for the teachers' classrooms.
- b) To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative to monitor progress in student achievement and instructional effectiveness?
 - The initiatives within Bryce Valley HS are driven by test scores and school community surveys. The school leader is vigilant in tracking students' progress and in making changes to enhance student potential.
- c) To what extent does the leadership provide skillful stewardship by ensuring management of the organization, operations, and allocation and use of resources at the school for a safe, efficient, and effective learning environment which aligns with the school goals, DRSLs, and school improvement?
 - School funds are used to further student learning and to provide technology for student learning. Initiatives in this area are aligned with school goals, and the entire staff is dedicated to the success of school improvement.
- d) To what extent does the school leadership empower the entire school community and encourage commitment, participation, collaboration, and shared responsibility for student learning through meaningful roles in the decision-making process?
 - Principal Slack has led his staff and the community on a quest to improve instruction through collaboration, participation in decision making, and accountability. The staff and community have caught the vision, and are self-motivated in perpetuating the success they have experienced.

e) To what extent has the school established a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning?

The size of the school and community, their natural intimacy, and the desire of the staff to see the success of their students, whom they have known since they were small children, supersedes a formalized plan. They have programs in place to assist students who struggle, but it is much more a natural occurrence because of the setting and environment in which the school exists.

School Services:

This standard is dealt with in the school's NAAS Annual Report, which requires specific responses and information regarding student support services, guidance services, health services, library information services, special education services, and family and community services.

Facilities and Finances:

This standard is addressed in the school's annual report to NAAS, which requires specific responses regarding the physical plant, finances, audit of school records, advertising, etc.

CHAPTER 4: NAAS SCHOOL IMPROVEMENT STANDARD

Culture of Continual Improvement:

- a) To what extent has the school developed and implemented a comprehensive school improvement plan using Collaborating for Student Achievement, the Utah accreditation/school improvement process that is reviewed and revised on an ongoing basis?
 - Bryce Valley High has developed a school improvement plan that is based on collaboration and teamwork. Teachers routinely work together for the benefit of the students and the betterment of their education. Students have shown great improvement in writing and mathematics skills, and their state skills test scores have verified the improvement.
- b) To what extent does the school build skills and the capacity for improvement through an aligned and ongoing professional development plan focused on the school's goals for improvement?

Teachers engage students with many educationally sound teaching exercises. Best practices and up-to-date use of technology are readily observed. However, the Visiting Team did not observe or discuss ongoing professional development.

c) To what extent is the new/revised school-wide action plan adequate in addressing the critical areas for follow-up and is there sufficient commitment to the action plan, school-wide and system-wide?

The action plan for the revised school-wide improvement plan is not nearly as specific as the original action plans. The teachers are committed to the direction the school is going and motivated to continue their progress. (See the recommendations at the end of the report.)

d) To what extent does the school create conditions that support productive change and continuous improvement?

The school and the school community have been and continue to be very involved in change within the school. The teachers, leadership, and staff are committed to continuing the process of improvement, and consistently evaluate, reflect on, and collaborate for the betterment of the educational process. Students are their number one priority, and the feeling of unity is tangible.

e) What significant progress has been made in implementing the original action plan since the last full visit?

The school has made significant progress since the last visit. The staff members are committed to the changes that they planned together. They have followed the action plan and have made great strides with their students. In particular, the staff has made great strides with writing and mathematics. Additional instruction takes place in these areas of curriculum on a daily basis. Students show that they are learning by the scores on their state tests.

f) What significant progress has the school made in addressing the major recommendations of the previous Visiting Team and/or review team?

The first recommendation was that the school address a general lack of English skills. Bryce Valley High School has made significant progress in addressing this concern. As previously described, the school put in place a program for specifically helping students with English and math skills. Students are instructed in these skills every day in addition to their regular classroom work. The progress the students have made is evidenced by the 100 percent pass rate on the UBSCT.

The second recommendation, that a rubric be developed across the curriculum for each of the DRSLs, has also received specific attention. A rubric was written for

each DRSL that enabled the staff to monitor the school's progress with that DRSL and accompanied the Action Plan laid out for continuous progress.

CHAPTER 5: COMMUNITY BUILDING

a) To what extent does the school foster community building and working relationships within the school?

There are many and various service projects emanating from the school, as well as many community meetings and functions that take place at the high school, such as water district meetings, dance lessons, and other types of training for young people and adults.

b) To what extent does the school extend the school community through collaborative networks that support student learning?

The school participates in Career Day, takes field trips to colleges and universities, and is involved in EDNET classes. The adults in the community also show great support and participation through sharing in coaching responsibilities.

c) To what extent has the school engaged the school community in a collaborative self-study process on behalf of students?

The PTA and Community Council members that the accreditation team met seemed to be very involved and up to speed with everything that was taking place within the school. The school also boasts of a 100 percent attendance at parent-teacher conferences.

d) How are results of school improvement identified, documented, used, and communicated to all stakeholders?

This is done through improved student achievement, as documented through national test scores and the UBSCT (which every student passed).

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The Visiting Team commends Bryce Valley High for the positive attitude toward learning that is perceptible with every adult in the school, as well as the students.
- The Visiting Team commends every adult within the school for his/her orientation toward the child. All are ready to help and serve.
- The Visiting Team commends Bryce Valley High for its work on collaboration. This is a natural process, not something that is a façade for educational progress.

Recommendation:

Bryce Valley High School is a school on a mission. Every person we talked to appears to be headed in the same direction. However, the action plan that has been created is in rough form and needs to more fully define who, what, when, and how. The Visiting Team recommends a rubric much the same as that created for the action plans for the 2001 DRSLs.